## Student Support Process – Identifying High Risk Failing Students



**PLC Student Interventions**

**I.** **Level 1A Interventions - (week 2)**

**A.** **Submit failure list to appropriate administrator (biweekly)**

**B.** **Complete Acc. & Mod. *Form A* and Instructional Strategies *Form B* for each failing student**

**C.**  **Implement Acc. & Mod. strategies with failing students**

**II.** **Level 1A Interventions (week 3)**

**A.** **Record interventions and effectiveness using *Form C***

**III.** **Level 1B Interventions (week 4)**

**A.** **Discuss effectiveness of interventions for failing students**

**B.** **Contact other content areas teachers on student schedule to discuss student progress**

**C.** **Resiliency Strategies**

**D.** **Record interventions and effectiveness on *Form C***

**IV.** **Level 2 Interventions (week 5)**

**A.** **Submit Student Support Council Referral *Form D* for appropriate students (attach completed *Forms A, B & C)***

**B.** **Student Support Council meet to discuss referrals and complete *Form E***

**Crisis Referral *Form D***

**Must be completed by an administrator and will be immediately addressed by the Student Support Council.**

**Teacher: Student:**

**Accommodations/Modifications**

**Form A**

**PHYSICAL ARRANGEMENT OF THE ROOM:**

**\_\_\_\_ seating student near the teacher**

**\_\_\_\_ seating student near a positive role model**

**\_\_\_\_ standing near the student when giving directions or presenting lessons**

**\_\_\_\_ avoiding distracting stimuli (air conditioner, high traffic areas, etc.)**

**\_\_\_\_ increasing the distance between the desks**

**\_\_\_\_ Additional accommodations:***.*

**LESSON PRESENTATION:**

**\_\_\_\_ pairing students to check work**

**\_\_\_\_ providing written outline**

**\_\_\_\_ writing key point on the board**

**\_\_\_\_ allowing students to tape record lessons**

**\_\_\_\_ providing peer tutoring**

**\_\_\_\_ having child review key points orally and privately to the teacher**

**\_\_\_\_ providing visual aides**

**\_\_\_\_ teaching through multi-sensory modes**

**\_\_\_\_ providing peer note-takers**

**\_\_\_\_ using computer-assisted instruction**

**\_\_\_\_ making sure directions are understood**

**\_\_\_\_ including a variety of activities during each lesson**

**\_\_\_\_ breaking larger presentations into shorter segments**

**\_\_\_\_ Additional accommodations: Please provide a study guide for scheduled test.**

**ASSIGNMENTS/WORKSHEETS:**

**\_\_\_\_ giving extra time to complete tasks**

**\_\_\_\_ simplifying complex directions**

**\_\_\_\_ handing worksheets out one at a time**

**\_\_\_\_ reducing the reading level of the assignments**

**\_\_\_\_ requiring fewer correct responses to achieve grade**

**\_\_\_\_ allowing students to tape record assignments/homework as needed**

**\_\_\_\_ providing a structured outline in written form**

**\_\_\_\_ providing study skills training/learning strategies**

**\_\_\_\_ giving frequent short quizzes and avoiding long tests**

**\_\_\_\_ shortening assignments; breaking work into smaller segments**

**\_\_\_\_ allowing typewritten or computer printer assignments**

**\_\_\_\_ Additional accommodations:**

**TEST TAKING:**

**\_\_\_\_ allowing open book exams \_\_\_\_ allowing extra time for exam**

**\_\_\_\_ giving exam orally \_\_\_\_ reading test item to student**

**\_\_\_\_ giving take-home tests**

**\_\_\_\_ using more objective items (fewer essay responses)**

**\_\_\_\_ giving frequent short quizzes, not long exams**

**\_\_\_\_ Additional accommodations:** *He needs three days notice before a test.*

**ORGANIZATION:**

**\_\_\_\_ providing peer assistance with organizational skills**

**\_\_\_\_ assigning volunteer homework buddy**

**\_\_\_\_ allowing student to have an extra set of books at home**

**\_\_\_\_ developing a reward system for in-school/work and homework completion**

**\_\_\_\_ providing student with a homework assignment notebook**

**\_\_\_\_ Additional accommodations:**

**BEHAVIORS:**

**\_\_\_\_ praising specific behaviors**

**\_\_\_\_ allowing legitimate movement**

**\_\_\_\_ using self-monitoring strategies**

**\_\_\_\_ contracting with the student**

**\_\_\_\_ giving extra privileges and rewards**

**\_\_\_\_ increasing the immediacy of rewards**

**\_\_\_\_ keeping classroom rules simple and clear**

**\_\_\_\_ implementing time-out procedures**

**\_\_\_\_ making “prudent use” of negative consequences**

**\_\_\_\_ allowing for short breaks between assignments**

**\_\_\_\_ cuing students to stay on tasks (nonverbal signal)**

**\_\_\_\_ marking student’s correct answers,**

**\_\_\_\_ implementing a classroom behavior management system**

**\_\_\_\_ allowing student time out of seat to run errands, etc.**

**\_\_\_\_ ignoring inappropriate behaviors not drastically outside classroom limits**

**\_\_\_\_ Additional accommodations:**

**SPECIAL CONSIDERATION:**

**\_\_\_\_\_ suggesting parenting program(s)**

**\_\_\_\_ suggesting agency involvement**

**\_\_\_\_\_ providing group/individual**

**\_\_\_\_ providing social skills group experiences**

**Teacher: Student:**

**Instructional Strategies and Methods**

**Form B**

**DIRECT INSRUCTION  
  
The Direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.**

**\_\_\_\_ Structured Overview \_\_\_\_ Lecture  
\_\_\_\_ Explicit Teaching \_\_\_\_ Drill & Practice  
\_\_\_\_ Compare & Contrast \_\_\_\_ Didactic Questions**

**\_\_\_\_ Guided & Shared - reading, listening, viewing, thinking**

**\_\_\_\_ Demonstrations**

**INTERACTIVE INSTRUCTION  
  
Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.**

**\_\_\_\_ Debates \_\_\_\_ Role Playing  
\_\_\_\_ Panels \_\_\_\_ Brainstorming  
\_\_\_\_ Peer Partner Learning \_\_\_\_ Discussion  
\_\_\_\_ Laboratory Groups \_\_\_\_ Think, Pair, Share  
\_\_\_\_ Cooperative Learning Groups \_\_\_\_ Jigsaw  
\_\_\_\_ Problem Solving \_\_\_\_ Structured Controversy  
\_\_\_\_ Tutorial Groups \_\_\_\_ Interviewing  
\_\_\_\_ Conferencing  
  
INDIRECT INSTRUCTION  
  
In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other. Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.   
In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry.**

**\_\_\_\_ Problem Solving \_\_\_\_ Case Studies  
\_\_\_\_ Reading for Meaning \_\_\_\_ Inquiry  
\_\_\_\_ Reflective Discussion \_\_\_\_ Writing to Inform  
\_\_\_\_ Concept Formation \_\_\_\_ Concept Mapping  
\_\_\_\_ Concept Attainment \_\_\_\_ Cloze Procedure**

**INDEPENDENT STUDY  
  
Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group.**

**\_\_\_\_ Essays \_\_\_\_ Assigned Questions  
\_\_\_\_ Journals \_\_\_\_ Learning Logs  
\_\_\_\_ Reports \_\_\_\_ Learning Activity Packages  
\_\_\_\_ Correspondence Lessons \_\_\_\_ Learning Contracts  
\_\_\_\_ Homework \_\_\_\_ Research Projects  
\_\_\_\_ Computer Assisted Instruction \_\_\_\_ Learning Centers  
  
EXPERIENTIAL LEARNING  
  
Experiential learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary:**

* **experiencing (an activity occurs);**
* **sharing or publishing (reactions and observations are shared);**
* **analyzing or processing (patterns and dynamics are determined);**
* **inferring or generalizing (principles are derived); and,**
* **applying (plans are made to use learning in new situations).**

**\_\_\_\_ Field Trips \_\_\_\_ Narratives  
\_\_\_\_ Conducting Experiments \_\_\_\_ Simulations  
\_\_\_\_ Games \_\_\_\_ Storytelling  
\_\_\_\_ Focused Imaging \_\_\_\_ Field Observations  
\_\_\_\_ Role-playing \_\_\_\_ Synectics  
\_\_\_\_ Model Building \_\_\_\_ Surveys  
  
INSRUCTIONAL SKILLS  
  
Instructional skills are the most specific category of teaching behaviors. They are necessary for procedural purposes and for structuring appropriate learning experiences for students. A variety of instructional skills and processes exist.  
   
\_\_\_\_ Explaining \_\_\_\_ Demonstrating  
\_\_\_\_ Questioning \_\_\_\_ Questioning Technique  
\_\_\_\_ Wait Time \_\_\_\_ Levels of Questions**

**Student Support Council**

**Initial Referral Form D**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Referring - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ext. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach the following completed forms with referral:**

\_\_\_\_ Accommodations and Modifications **Form A**

\_\_\_\_ Instructional Strategies and Methods **Form B**

\_\_\_\_ Interventions Attempted **Form C**

**Academic Program**

**\_\_\_\_\_ - Regular Education \_\_\_\_\_ - Special Education**

Case Manager - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reason for Referral - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Progress in current academic curriculum (provide a brief description for each category)**

**Grades:**

**Attendance:**

**Observed Behavior:**

**Health:**

**Mental Health:**

**Drug and Alcohol:**

Student Support Council

**Crisis Referral**

**Form F**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade:\_\_\_\_\_\_\_**

**Date of Incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Members involved *(please name all*):**

**Teacher-**

**Guidance-**

**Social Worker and/or Psychologist-**

**Description of Event : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Call to Parent: YES NO**

**Name of Parent contacted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(if a parent was not reached, was a message left? Yes No)***

**Start Date for Student Support Center: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Signature*  *Date***

**Cc: Guidance Counselor, Social Worker, Karen Manners and Melissa Michaelson**

**Form C**

**INTERVENTIONS ATTEMPTED – List ONLY the adaptations UNIQUE to the student referred**

Please indicate every intervention you have tried, listing the content area where interventions take place, dates (starting and ending point), frequency (how often), duration (how long) and the effectiveness or outcome. Please attach data and student samples to support this information.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INTERVENTION ATTEMPTED FOR THE PARTICULAR STUDENT** | **CONTENT AREA** | **DATE INITIATED** | **FREQUENCY** | **DURATION** | **EFFECTIVENESS** |
| Accommodations and Modification Strategies (Form A): |  |  |  |  |  |
| Instructional Strategies (Form B): |  |  |  |  |  |
| Contact student’s teachers in other content areas regarding academic progress (successes/failures): |  |  |  |  |  |
| Resiliency: |  |  |  |  |  |
| Parental Involvement: |  |  |  |  |  |

**Student Support Council Intervention**

**Form E**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  |  |
| --- | --- | --- |
| **INTERVENTION AGREED UPON** | **PERSON(S) RESPONSIBLE FOR THE INTERVENTION** | **SIGNATURE OF PERSON RESPONSIBLE FOR THE INTERVENTION** |
|  |  |  |
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